



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	English as a Second Language					
Grade Level(s):	Grade 4					
Duration:	<i>Full Year:</i>	2020-2027	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	<p>The English as a Second Language program is designed to improve the receptive and expressive English communication skills of the English language learners (ELLs) of Washington Township. Since we welcome students from a wide variety of nations with varying degrees of English proficiency, instruction is individualized and always encompasses aural comprehension, verbal communication, reading, writing and American culture. The English as a Second Language Elementary Course of Study was developed as a resource to meet the individual needs of the ELLs in all four-language domains with a foundation in the content areas. It is a comprehensive standards-based English as a Second Language curriculum that balances the language of Social and Instructional Language, the language of Language Arts and Literacy, the language of Science, the language of Mathematics and the language of Social Studies. 21st Century skills (2020 revised) and Web 2.0 tools are incorporated to ensure greater engagement of the students with the reading selections and activities. Drawing from a bank of informational texts, as well as classic and contemporary multi-cultural literature, students will acquire a wealth of new vocabulary through key words, academic words, and literary words. Explicit instruction in reading strategies will foster reading comprehension skills. Attention to grammar points and the writing process complete the plan and the comprehensive scope of the integrated curriculum. Student progress will be monitored through teacher observation, written assessments, student portfolios and a wide variety of projects and writing tasks evaluated according to individual rubrics. The curriculum is aligned to the NJSLs for elementary grades and the WIDA proficiency guidelines. All ESL students will:</p> <ul style="list-style-type: none"> -Listen and gain meaning from spoken English from a variety of sources including but not limited to the teacher, classmates, guest speakers, audio recordings, audiovisual presentations, and songs. -Speak to express their opinion, share information, question and discuss in person and in recorded situations. -Read and gain meaning from all types of written English including but not limited to fiction, nonfiction, essays, poetry, newspaper and magazine articles, editorials, short stories, novels, resource materials and Internet articles. - Write to express their opinion, share information, persuade, question and record their memories and thoughts via handwriting and word processing on the computer. 					
Grading Procedures:	<p>English Language Learners (ELL) have special language acquisition needs which must be addressed through core content instruction as well as instruction in the English as a Second Language (ESL) classroom. To facilitate academic success and development of positive self-worth, English Learners shall be entitled to modifications in content and grading as outlined in the following guidelines and in coordination among the English Learner's ESL teacher and his regular classroom teacher(s). Upon an ELL's entry into the Washington Township Public Schools, the student will immediately be assessed by the appropriate ESL teacher, who will</p>					

employ the World Class Instructional Design and Assessment – WIDA Model. Based on the student's performance on the WIDA Model, as well as the student's academic performance, reading level in English, NJ State Assessment and/or standardized test results in English, teacher recommendation, and interview with one of our English as a Second Language (ESL) teachers, the student's eligibility to receive instruction in our district's English Language Learner (ELL) program will be determined. The goal of the ESL program is to help children learn English and meet age-appropriate academic standards. Based on the student's WIDA Model score as well as his/her previous school record, length of time in the United States, and family dynamics, the ESL teacher, the school principal (or his designee) and, if applicable, the student's guidance counselor, will confer with the student's parent(s) to determine the appropriate grade placement and course schedule. In regard to grade placement, it is also imperative that the calendar year of the EL entrant's previous school be considered, since not all schools follow the typical American September to June calendar. In addition, within the first month of arrival or school year, the content teachers, ESL teacher, guidance counselor and CST member (if applicable) will meet to review the education plan of the ELL and the WIDA proficiency levels along with the Can- Do descriptors and necessary modifications. (Appendix A) Based on the student's performance on the WIDA Model, the ESL teacher will develop a list of instructional accommodations for implementation by the EL's regular education teacher(s). The ESL teacher will communicate this information in writing and also through an initial meeting with the EL's regular education teacher(s) and guidance counselor. Recognizing that English Learners are continually developing English proficiency, ESL students may be considered for enrichment if their academic performance indicates successful participation. So that we may best address the individual needs of each English Learner, the practices outlined above are intentionally flexible, with the ultimate goals being facilitation of the English Learner's positive self -worth and promotion of English language development, as well as understanding of specific subject matter content.. It is very likely that a student may need modified grading for CORE subjects, such as language arts, math, science, technology education, health or social studies, but not for others, such as art, music or physical education depending on the required reading and writing activities as outlined by the NJSLS. At least once per marking period, the ELL's regular education teacher(s) and his ESL teacher shall communicate in writing (and as much as practicable, in person) in regard to the student's progress toward English language proficiency and understanding of core subject content. Based on those assessments, the teachers may alter the modifications applicable to the specific ELL student. Along with the issuance of a traditional school-issued report card, each ELL and his parent(s) shall receive ESL grades on a translated report card, when needed, to view student progress in the ESL classroom. It is noted that ELLs receive a standard- based report card. However, please keep in mind these practices below as you rate students along the proficiency continuum as these are practices at the upper levels. If an ELL is capable of earning a "C" or better on our traditional grading scales with prescribed ESL modifications, then the earned letter grade(s) should be issued to the ELL. Otherwise, an ELL should be issued a passing grade of "P" (instead of a "D") if he demonstrates basic understanding of the subject matter, even if his ability to express his understanding in clear and accurate English is limited. If the student's limited English proficiency prevents even basic understanding of subject matter, then the student shall be issued a grade of "LB," representing "language barrier." - While a grade of "LB" (Language barrier) may be issued during any quarter, it may only be used as a final grade at the elementary and middle school levels. Whenever an ELL's regular education classroom progress is congruent with his level of English language proficiency, he may not be issued a failing grade. In other words, if an ELL is sincerely trying his best, then he should not be issued a failing grade. At the same time, an ELL who intentionally puts forth no effort may be issued a grade of "F," but only after consultation among the student's ESL and regular education teacher(s) as well as his parent, the school principal (or his designee) and, if applicable the student's guidance counselor. Documentation must be provided that lack of language proficiency is not the cause of the ELL's academic failure. In effect, an ELL should not be issued a failing grade solely on the basis of lack of language proficiency. In general, an ELL's promotion from one grade to the next shall be contingent upon the same promotion guidelines set for by the Board of Education for promotion of regular education students. However, the ELL's building principal, ESL teacher, and guidance counselor, if applicable, will also confer with the student's parent(s) to review and consider the student's academic progress and level of language acquisition over the course of the school year. - SEE

	ASSESSMENT SECTION FOR GRADE LEVEL BENCHMARKS. Primary Resources: Reach Series, Cengage National Geographic Series and all digital resources On-line Resources, iXL, Razkids, Brainpop ESL, AlphaChant, ELA program (such as Schoolwide, Foundations, or current program in use – see Elementary Supervisor for update.) Washington Township Principles for Effective Teaching and Learning · Implementing a standards-based curriculum · Facilitating a learner-centered environment · Using academic target language and providing comprehensible instruction · Adapting and using age-appropriate authentic materials · Providing performance-based assessment experiences · Infusing 21st century skills for College and Career Readiness in a global society
Primary Resources:	Primary Resources: Reach Series, Cengage National Geographic Series and all digital resources On-line Resources, iXL, Razkids, Brainpop ESL, AlphaChant, ELA program (such as Schoolwide, Foundations, or current program in use – see Elementary Supervisor for update.) Primary Resources: Reach A, Cengage National Geographic Series and all digital resources On-line Resources, iXL, Razkids, Brainpop ESL, AlphaChant, ELA program (such as Schoolwide, Foundations, or current program in use – see Elementary Supervisor for update.)

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Georgeann Figueroa- ESL Teacher grades 3-5
---------------------	--------------------------------------------

Under the Direction of:	Rosemarie Armstrong, Supervisor of World Languages & ESL, K-12
--------------------------------	----------------------------------------------------------------

Written: _____ 8/25/2020 _____

Revised: _____

BOE Approval: _____

Unit 1 Title: Reach Level E—Living Traditions- (The Language of Social Studies)

Unit Description: This unit launches with emphasis on cultural traditions, customs and celebrations, then focuses on families and their cultural traditions. Literature utilized includes the genres of interviews, biography, folk tales, and magazine articles. The richness of the genre selection mirrors the selected texts of the ELA curriculum. Grammar lessons pertain to simple and compound subjects and predicates, and subject-verb agreement. Vocabulary includes academic social studies words, many reinforced from regular classroom introduction. As in the ELA classroom, vocabulary journals are maintained. Planning and monitoring, identifying main ideas and details, and analyzing plots and story characters are reading strategies addressed. Analyzing plots and story characters are also practiced in the ELA classroom at this time. Speaking and Listening and speaking practice includes expressing feelings, agreeing and disagreeing, asking for and giving information, giving verbal instructions, and performing a skit. ELA students will use many of these skills in their classroom to give an oral report. Writing emphasis looks at the aspects of written advertisements and how to write interview questions and responses. Phonics review and practice highlights short a, i, o, u and words with -ch and -tch digraphs..

Unit Duration: 3-4 weeks**Desired Results**

Standard(s): RL.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). • RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. • RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. • RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. • RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. • RI.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text. • RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. • RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. • RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. • RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. • RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. • RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding and encoding words. • A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • RF.4.4 - Read with sufficient accuracy and fluency to support comprehension. o A. Read grade-level text with purpose and understanding. o B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. o C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing: • W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. o A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. o B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. o D. Use precise language and domain-specific vocabulary to

inform about or explain the topic. o E. Provide a conclusion related to the information or explanation presented. • W.4.3 - Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. o A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. o B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. o C. Use a variety of transitional words and phrases to manage the sequence of events. o D. Use concrete words and phrases and sensory details to convey experiences and events precisely. • W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. • W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. • W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. o A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). o B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). • W.4.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening: • SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. o B. Follow agreed-upon rules for discussions and carry out assigned roles o C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. o D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). • SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points. • SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. Language: • L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). o F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o A. Use correct capitalization. o C. Use a comma before a coordinating conjunction in a compound sentence. o D. Spell grade-appropriate words correctly, consulting references as needed. • L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. o B. Choose punctuation for effect. • L.4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. o A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. o C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. • L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. o B. Recognize and explain the meaning of common idioms, adages, and proverbs. o C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Language Objectives:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a

variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf>

Essential Questions/Critical Understandings:

- How important are traditions?
- How can traditions shape who we are?
- How do traditions help guide us?
- What are some examples of family traditions?
- How do traditions help pass on ideas, beliefs, and customs?
- What language frames help to express feelings?
- How does a main idea diagram help the reader locate main ideas and details in a reading selection?
- When does your family have traditional foods?
- How can I plan and monitor my reading to improve comprehension?
- Do you agree or disagree that it is important to keep traditions alive?
- What are simple subjects and simple predicates?

Essential Skills:

- Giving information about your family's traditions and customs in class discussions
- Writing a paragraph to convey how one family tradition helps to guide you and show your beliefs
- Using language frames to express feelings
- Using a main idea diagram to locate and list main ideas and details from a short reading selection
- Giving information about traditional foods in your family in class discussion
- Use language frames to help preview and predict what you will read to improve comprehension
- Cite evidence and personal experience to agree or disagree that it is important to keep traditions alive
- Use sheltering techniques and participate in a picture walk of an interview with the class
- Identify the simple subject and simple predicate in

<ul style="list-style-type: none"> • How do I listen for implicit ideas in written text? • Why are musical traditions a part of every culture? • How can a dictionary help with word pronunciation? • How does art help to explain culture? • What is the complete subject and complete predicate in a sentence? • How do I ask for and give information? • What is the plot of a story? • What are compound subjects? • How do I monitor and clarify what I read? • How do I ask for and give information? • What are compound predicates? • How do I give instructions that are succinct and easy to follow? • What are idioms? • What verb form is used with compound sentences that use or? That use and? • How do I share a family tradition through my writing? • How can the class demonstrate its comprehension of the folk tale, “Martina the Beautiful Coackroach?” • How do I write as a reporter? 	<p>sentences</p> <ul style="list-style-type: none"> • Use language frames to identify the “unsaid message” in text • Use prior knowledge and experience to discuss musical traditions and why they are a part of every culture • Identify the parts of the dictionary that help with word pronunciation and syllable count • Analyze the art work of a blind Native American artist and list how he demonstrates his culture through his art • Identify the complete subject and complete predicate in sentences • Use language frames to politely ask for and give information • Use a story map to explain the plot of a story • Identify compound subjects in given sentences • Use language frames to monitor and clarify your reading • Use the language frames with interrogative adverbs to correctly ask for information and give information • Identify the compound predicates in written sentences • Use language frames to give instructions orally • Interpret written idioms correctly • Explain the rules for subject-verb agreement in compound sentences • Use the RAFT model to write a paragraph about one of your family traditions • Plan, rehearse and present a scene from “Martina the Beautiful Cockroach” with classmates • Choose a topic, gather information, write, edit and publish a report based on an interview with someone about family traditions
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SIOF Features

Preparation	Scaffolding	Grouping Options
<input type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	<input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes	Application	Assessment
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input checked="" type="checkbox"/> Written

<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Oral
-----------------------------------------------	---------------------------------------------------------	------------------------------------------

Learning/Instructional Strategies

- **Social/Emotional Learning:** During the first few weeks of school, the ESL teacher will assist students with regular classroom routines, schedules, school calendar, bus, cafeteria and playground rules, completion of required free/reduced forms, emergency cards, signed forms needed from parents, translations using TransAct, explanation of U.S.cultural differences, phone calls home or visits to parents.
- All ESL teachers collaborate to create the ESL Learning Fair which assists parents to ensure success and acclamation to school in the U.S.
- If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:

The current grade 4 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, It is noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 4 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 1 – Living Traditions

Introduce the Big Question

Tap prior knowledge

Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation

Preview the social studies story

Listen to and then read aloud the interview,"Josh Ponte, A Musical Journey"

Build comprehension by making predictions, practicing unit vocabulary, interpreting photos, making connections, identifying main ideas and details from the interview

Begin short writing practices pertaining to story theme/plot- Use workbooks and journals (sentences, paragraph)

Introduce sentence main parts- subject/predicate and use workbook for practice and homework sheets

Scaffold vocabulary and reading concepts for newer students and students with IEPs

Scaffolding

Level 1 Entering	<ul style="list-style-type: none"> • WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf • https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/4u4.pdf
Level 2 Beginning	<ul style="list-style-type: none"> • Use above link to show the expectations of Els (Can-Do Descriptors) at each level. Els will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.

Level 3 Developing	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 4 Expanding	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 5 Bridging	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 6 Reaching	Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
 - Practice and homework for grammar and writing practice
 - Running records
 - Workbook pages
 - Writing Journal
 - Vocabulary Journal
 - Assignments produced using Flipgrid, Seesaw, Power Point
 - Oral video presentation/discussion
- IDE Projects (if teacher has received training)
- See appendix for DRA and lexile expectations throughout school year for grade 4

Summative:

September/October- all grade 4 students

- Writing Baseline
- WIDA Model or ACCESS results
- STAR results (language)

End of MP#1 (End of Nov.)

• ELA benchmarks

REACH Unit 1 Test

- Key Word/Vocabulary
- Reading Comprehension
- Grammar

Rubrics for grading skits, RAFT writing, oral interview on Flipgrid, interviewing as a reporter

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/June
Instructional									
Independent	P	P or Q	Q	Q	R	R	R or S	R or S	S

Text/Resources:

- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach Into Phonics)
- MyNGConnect
- Foundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library

Interdisciplinary Connections

Science

- Reach Series Level E Content Stations- Make a Musical Instrument, Who Else Would Have Eaten Martina?

Math

- Reach Series Level E Content Stations- Rhythm Patterns, Write Word Problems

Social Studies

- Reach Series Level E Content Stations- Same and Different, Create a Family Tree
- Unit 1 Academic Vocabulary- Social Studies

Exploratory Arts

- **Music-** Reach Series Sing-ALong books and CDs
- **World Languages-** Spanish cognates, lack of verb-subject agreement in some languages, placement of sentence subject in other languages
- **Art-** Create props for a skit

Unit Modifications for Special Population Students	
Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings,
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary. Refer to MTSS resources (multi-tiered systems of support)
English Language Learners	Individual writing conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher. Refer to MTSS Strategies.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:

- <https://www.state.nj.us/education/aps/ccs/career/curriculum.htm>
- NReach.com and Tool Kit
- Raz-Kids
- BrainpopESL
- SeeSaw
- Flipgrid
- Power Point
- Foundations
- Schoology
- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning

The following has been addressed throughout the curriculum at a grade appropriate level:

Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • **Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy**

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Unit 2 Title: Reach Level E- Animal Intelligence (The Language of Science)

Unit Description: This unit launches with emphasis on animal behavior, then focuses on animal learning and intelligence. Literature utilized includes the genres of trickster tales and science articles. The richness of the genre selection mirrors the selected texts of the ELA curriculum. Grammar lessons pertain to types of sentences, compound sentences, and complex sentences. Vocabulary includes academic science words, many reinforced from regular classroom introduction. As in the ELA classroom, vocabulary journals are maintained. Analyzing story characters and dialog, making connections and using text features to assist with comprehension are reading strategies addressed. Analyzing characters is also practiced in the ELA classroom at this time using authentic texts. Speaking and listening practice includes expressing ideas, engaging in conversation, listening actively, using gestures and expressions, and telling an original story. ELA students will use many of these skills in their classroom to give an oral report. Writing emphasis looks at the aspects of writing a short story with dialog, paragraphs, and a business letter. Phonics review and practice highlights short e, th, ng diagraphs., and consonant blends.

Unit Duration: 3-4 weeks**Desired Results**

Standard(s): RL.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). • RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. • RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. • RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. • RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. • RI.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text. • RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. • RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. • RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. • RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. • RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. • RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding and encoding words. • A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • RF.4.4 - Read with sufficient accuracy and fluency to support comprehension. o A. Read grade-level text with purpose and understanding. o B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. o C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing: • W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. o A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. o B. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the

topic. o D. Use precise language and domain-specific vocabulary to inform about or explain the topic. o E. Provide a conclusion related to the information or explanation presented. • W.4.3 - Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. o A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. o B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. o C. Use a variety of transitional words and phrases to manage the sequence of events. o D. Use concrete words and phrases and sensory details to convey experiences and events precisely. • W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. • W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. • W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. o A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). o B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). • W.4.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening: • SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. o B. Follow agreed-upon rules for discussions and carry out assigned roles o C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. o D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). • SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points. • SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. Language: • L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). o F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o A. Use correct capitalization. o C. Use a comma before a coordinating conjunction in a compound sentence. o D. Spell grade-appropriate words correctly, consulting references as needed. • L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. o B. Choose punctuation for effect. • L.4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. o A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. o C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. • L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. o B. Recognize and explain the meaning of common idioms, adages, and proverbs. o C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Language Objectives: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a

text.

Craft and Structure : NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas : NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes : NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge : NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing : NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration : NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas : NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what

others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English : NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language : NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf>

Essential Questions/Critical Understandings:

- Just how smart are animals?
- What can we learn from animals?
- How do animals show their intelligence?
- How can I share my ideas clearly about animals?
- How do animals adapt to a changing environment?
- How do the words and actions of a story character explain his/her character?
- How do I form correct questions?
- How can I be an active, polite listener?
- What are homophones?
- How can I compare text information from 2 reading selections?
- What are 4 types of sentences?
- How do I write and use dialog in an original story?
- How do I engage in polite, acceptable conversation?
- How do I locate main ideas and details in text?

Essential Skills:

- Build background by viewing videos and listing details about animal intelligence in class
- Share prior knowledge of animal intelligence by sharing personal experiences with class
- Use language frames to orally express ideas clearly
- Use a character chart to cite story evidence and explain the character's traits
- Use word patterns and interrogative adverbs with a partner to correctly form questions
- Use language frames to become an active, polite listener
- Define and list pairs of homophones
- Draw and complete a Venn diagram that compares text facts from 2 reading selections
- Name four types of sentences and create examples of each
- Cite evidence of dialog in the text selection and create additional dialog for the characters to extend the story

<ul style="list-style-type: none"> • What are the characteristics of a compound sentence? • How can I make connections to reading selections to better comprehend and enjoy the reading? • What does every original story need? • What are complex sentences? • What facts do we learn about words by looking them up in a dictionary? • What is the correct form for writing a business letter? 	<ul style="list-style-type: none"> • Use language frames to engage in acceptable, polite conversation • Use a main idea diagram to locate main ideas and details in text Identify examples of compound sentences and analyze their components • Use language frames to make connections with reading and share with a partner • Identify the 3 components of an original story and create a short story to share with the class • Identify complex sentences and analyze their parts and key words • Use a dictionary with a partner to discover the meaning, spelling, pronunciation, and syllabic breakdown of academic words • Write as a researcher to create, edit and publish a business letter
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SLOP Features

Preparation	Scaffolding	Grouping Options
<input checked="" type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	<input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes	Application	Assessment
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

- All ESL teachers collaborate to create the ESL Learning Fair which assists parents to ensure success and acclamation to school in the U.S.
- If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:

The current grade 4 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, it is noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 4 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 2 Animal Intelligence

Introduce the Big Question

Tap prior knowledge

Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation

Preview the science story

Listen to and then read aloud the trickster tale, "Love and Roast Chicken"

Build comprehension by making predictions, practicing unit vocabulary, interpreting story drawings, understanding character motives, making connections, recognizing cause/effect, analyzing character dialog

Begin short writing practices pertaining to story theme/plot- Use workbooks and journals (sentences, paragraph)

Introduce 4 types of sentences and use workbook and homework sheets for practice

Scaffold vocabulary and reading concepts for newer students and students with IEPs

Scaffolding

Level 1 Entering	<ul style="list-style-type: none">• WIDA Can-Do Descriptors: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf• https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/4u4.pdf
Level 2 Beginning	<ul style="list-style-type: none">• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	<ul style="list-style-type: none">• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	<ul style="list-style-type: none">• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	<ul style="list-style-type: none">• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 6 Reaching	Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
 - Practice and homework for grammar and writing practice
 - Running records
 - Workbook pages
 - Writing Journal
 - Vocabulary Journal
 - Assignments produced using Flipgrid, Seesaw, Power Point
 - Oral proficiency feedback
- IDE Projects (if teacher has received training)
- Writing projects at end of unit
- See appendix for DRA and lexile expectations throughout school year for grade 4

Summative:

September/October- all grade 4 students

- Writing Baseline
- WIDA Model or ACCESS results
- STAR results (language)

End of MP#1 (End of Nov.)

• ELA benchmarks

REACH Unit 2 Test

- Key Word/Vocabulary
- Reading Comprehension
- Grammar
- Grading with rubrics for RAFT written paragraphs
- Grading with rubrics for business letter
- Grading with rubrics for group active theater presentation- TV talk show

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/June
Instructional									
Independent	P	P or Q	Q	Q	R	R	R or S	R or S	S

Text/Resources:

- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach Into Phonics)
- MyNGConnect
- Fundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library
- Language Builder Picture Cards

Interdisciplinary Connections

Science

- Reach Level E Content Stations- Animal Sense, Design a Test, the affect of climate change on animals

Math

- Reach Level E Content Stations- Write Your Own, Animal Math

Social Studies

- Reach Level E Content Stations- Investigate an Animal, Facts About Service Animals

Exploratory Arts

- **Performing Arts-** TV talk show presentation
- **World Languages-** Recognition of Spanish cognates, yes/no question formations in other languages
- **Music-** Sing-alongs, songs, chants
- **Art-** Props for action theater, drawings/charts for writing assignments

Unit Modifications for Special Population Students

Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, stage manager for active theater, analyze and note characters' traits independently
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and active theater, use sentence starters for written practice, dissect complex sentences for comprehension assistance. MTSS Strategies
English Language Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomer This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher. MTSS Strategies
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:

- <https://www.state.nj.us/education/aps/ccs/career/curriculum.htm>
- NGReach.com and Tool Kit
- Raz-Kids
- BrainpopESL
- SeeSaw
- Flipgrid
- Power Point
- Foundations
- Schoology
- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning

The following has been addressed throughout the various content curricula at a grade-appropriate level: Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Unit 3 Title: Reach Level E- Amazing Places (The Language of Social Studies)

Unit Description: This unit launches with the theme of imagining new and extreme places in the world and continues with lessons about using and making maps and geographic features of the Earth. Literature utilized includes genres of fictional tales, free verse poetry, social studies articles, and profiles of people. The richness of the genre selection mirrors the various selected texts of the ELA curriculum. Grammar lessons pertain to proper noun capitalization, regular and irregular plural noun forms, and articles. Vocabulary includes academic social studies words, many reinforced from regular classroom introduction. As in the ELA classroom, vocabulary journals are maintained. Visualizing while reading, analyzing the theme and setting in a story, identifying sequence of events, analyzing the elements of poetry, and locating story main ideas and details are reading strategies addressed. The ELA curriculum also highlights sequence of events and identifying main ideas and details in their module of study. Speaking and listening practice include giving verbal instructions and directions, asking for clarification, describing places, making and responding to requests, and presenting an oral report. ELA students will use some of these skills in their classroom to give opinions. Writing emphasis looks at the aspects of figurative language, writing free verse poetry, writing on demand, and publishing a research report. Writing steps are also practiced in the ELA classroom as students learn to write essays. Phonics review and practice highlights long a,i,o, long a, i, o in VCe form, and words and pronunciation of plural nouns (-s or -es sound pronunciation variations).

Unit Duration: 3-4 weeks**Desired Results**

Standard(s): RL.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). • RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. • RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. • RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. • RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. • RI.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text. • RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. • RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. • RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. • RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. • RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. • RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding and encoding words. • A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • RF.4.4 - Read with sufficient accuracy and fluency to support comprehension. o A. Read grade-level text with purpose and understanding. o B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. o C. Use context to confirm or self-correct word recognition and understanding,

rereading as necessary. Writing: • W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. o A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. o B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. o D. Use precise language and domain-specific vocabulary to inform about or explain the topic. o E. Provide a conclusion related to the information or explanation presented. • W.4.3 - Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. o A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. o B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. o C. Use a variety of transitional words and phrases to manage the sequence of events. o D. Use concrete words and phrases and sensory details to convey experiences and events precisely. • W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. • W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. • W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. o A. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). o B. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). • W.4.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening: • SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. o B. Follow agreed-upon rules for discussions and carry out assigned roles o C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. o D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). • SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points. • SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. Language: • L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). o F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o A. Use correct capitalization. o C. Use a comma before a coordinating conjunction in a compound sentence. o D. Spell grade-appropriate words correctly, consulting references as needed. • L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. o B. Choose punctuation for effect. • L.4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. o A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. o C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. • L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. o B. Recognize and explain the meaning of common idioms, adages, and proverbs. o C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Language Objectives: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure : NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas : NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes : NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge : NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing : NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration : NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas : NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are

appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English : NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language : NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf>

Essential Questions/Critical Understandings:

- Why learn about other places?
- What helps us imagine the world?
- What makes a place amazing?
- What unique characteristics does an English learner provide and contribute to our student population?
- What can maps show us about other places?
- What language is needed to give and follow directions?
- What is the theme of a story?
- What are the regular plural noun endings?

Essential Skills:

- Share prior knowledge with class by describing your parents' country using a questionnaire completed by each student prior to discussion
- Create a story strip about a place you would like to visit and present it to the class
- Use language frames to give and follow directions
- Use a theme chart to identify the theme of a story
- Create a list with a partner of regular plural nouns
- Create and post a chart of rules to form

<ul style="list-style-type: none"> • What are the rules for forming irregular plural nouns? • How can visualizing action from a text help reading comprehension? • How do I give, restate, and follow directions to a location? • How can I become a better listener? • How do root words from other languages help us identify the meaning of new vocabulary? • What is figurative language? • How do I describe a place and give interesting details that is relevant to my listeners? • How do I research and write a research paper? 	<p>irregular plural nouns in a small group</p> <ul style="list-style-type: none"> • Use language frames to help visualize and comprehend action in a story • Draw a map of the school and work with a partner to practice giving and following directions to a school location • Use language frames to help listen for important spoken ideas and details • Identify root words from Latin, Greek and Old English to help determine the meaning of new words • Identify a simile and a metaphor in reading selections and create an example of each with a partner • Use language frames to describe a place in your country and share with the class • Use the steps in a process in the workbook to choose a topic, research using the computer, write, edit and publish a research paper about an extreme place in the U.S.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SIOP Features

Preparation	Scaffolding	Grouping Options
<input checked="" type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Copehensible input	<input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes	Application	Assessment
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

- If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:

The current grade 4 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, It is noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 4 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 3- Amazing Places

Introduce the Big Question

Tap prior knowledge

Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation

Preview the science story

Listen to and then read aloud the realistic fiction story, "How I Learned Geography"

Build comprehension by practicing unit vocabulary, interpreting story drawings, understanding character motives, making connections, recognizing main ideas/details of the story, visualizing while reading

Begin short writing practices pertaining to story theme/plot- Use workbooks and journals (sentences, paragraph)

Review and reinforce plural nouns, and use workbook and homework sheets for practice

Scaffold vocabulary and reading concepts for newer students and students with IEPs Give nonspeaking roles for Flipgrid presentation such as cameraman or speaking coach to newcomers or students with IEPs.

Scaffolding

Level 1 Entering	<ul style="list-style-type: none">• WIDA Can-Do Descriptors: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/4u4.pdf
Level 2 Beginning	<ul style="list-style-type: none">• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 3 Developing	<ul style="list-style-type: none">• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 4 Expanding	<ul style="list-style-type: none">• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 5 Bridging	<ul style="list-style-type: none">• Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 6 Reaching	Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
 - Practice and homework for grammar and writing practice
 - Running records
 - Workbook pages
 - Writing Journal
 - Vocabulary Journal
 - Assignments produced using Flipgrid, Seesaw, Power Point
 - Oral proficiency feedback
- IDE Projects (if teacher has received training)
- Writing Projects at end of unit
- See appendix for DRA and lexile expectations throughout school year for grade 4

Summative:

End of MP#1 (End of Nov.)

- **ELA benchmarks**
- REACH Unit 3 Test**
 - Key Word/Vocabulary
 - Reading Comprehension
 - Grammar
- **Grading with rubrics for RAFT writing**
- **Grading with rubrics for partner step into the story presentation**
- **Grading with rubrics for writing like a researcher project**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/June
Instructional									
Independent	P	P or Q	Q	Q	R	R	R or S	R or S	S

Text/Resources:

- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach Into Phonics)
- MyNGConnect
- Foundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library

Interdisciplinary Connections

Science

- Reach Level E Content Stations- Study a Place, Extreme Environments – climate change

Math

- Reach Level E Content Stations- Finding Your Way, My Place, Your Place

Social Studies

- Reach Level E Content Stations- Natural Features Map, Create a Relief Map

Exploratory Arts

- **Art-** Create a continent map, create props and a map for step into the scene active theater
- **World Languages-** Recognize Spanish cognates, plural noun formations and proper noun capitalization in Spanish, plural noun forms with articles in Romance languages and other European languages,
- **Music-** Sing--alongs, songs and chants

Unit Modifications for Special Population Students

Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, stage manager for step into the scene active theater
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and active theater, use sentence starters for written practice, give support to locate one main idea with detail in a selected text. MTSS Strategies
English Language Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomers This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher. MTSS Strategies
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:

- <https://www.state.nj.us/education/aps/ccs/career/curriculum.htm>
- NGR reach.com and Tool Kit
- Raz-Kids
- BrainpopESL
- SeeSaw
- Flipgrid

- Power Point
- Foundations
- Schoology
- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning

The following 2020 revised standards have been addressed throughout the curriculum at a grade appropriate level:

Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Unit 4 Title: Reach Series Level E- Power of Nature - The Language of Science

Unit Description: This unit launches with the science theme of nature's power, then focuses on natural resources, the power of wind and water and how it effects Earth. This very roughly parallels Module 2 of the ELA curriculum whose theme is about how setting or physical environment can make changes in the Earth and its inhabitants. This includes discussion on climate change. The Authentic literature utilized includes genres of science articles, persuasive essays, tall tales, and lyrical poetry. This rich mixture of literature mirrors the text selections in the ELA curriculum. Grammar lessons pertain to present tense action verbs, helping verbs, present tense verb forms of "to be" and "to have", and present progressive tense. Vocabulary includes academic science words, many reinforced from regular classroom introduction. Asking questions, identifying cause-effect, fact-opinion, and problem-solution in texts, and analyzing sensory language are the reading strategies addressed. Speaking and listening practice includes expressing needs/wants, engaging in conversation, asking for and giving advice, making comparisons, expressing certainty, probability and possibility, asking for clarification, and adjusting speech for the audience. Writing emphasis pertains to fluency, how to write a tall tale, writing descriptive sentences, components of a persuasive news article, and writing lyrical poetry. Phonics review and practice highlights words with long a sound comprising of ai, and ay vowel blends, words with long e sound comprising of ee, ea vowel blends, words with long o sound comprising of oa, ow vowel blends, verbs ending in -ed and -ing.

Unit Duration: 3-4 weeks**Desired Results**

Standard(s): RL.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). • RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. • RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. • RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. • RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. • RI.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text. • RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. • RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. • RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. • RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. • RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. • RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding and encoding words. • A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • RF.4.4 - Read with sufficient accuracy and fluency to support comprehension. o A. Read grade-level text with purpose and understanding. o B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. o C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing: • W.4.1 - Write opinion pieces on topics or texts, supporting a point of view

with reasons and information. o A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. o B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. o D. Use precise language and domain-specific vocabulary to inform about or explain the topic. o E. Provide a conclusion related to the information or explanation presented. • W.4.3 - Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. o A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. o B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. o C. Use a variety of transitional words and phrases to manage the sequence of events. o D. Use concrete words and phrases and sensory details to convey experiences and events precisely. • W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. • W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. • W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. o A. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). o B. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). • W.4.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening: • SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. o B. Follow agreed-upon rules for discussions and carry out assigned roles o C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. o D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). • SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points. • SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. Language: • L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). o F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o A. Use correct capitalization. o C. Use a comma before a coordinating conjunction in a compound sentence. o D. Spell grade-appropriate words correctly, consulting references as needed. • L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. o B. Choose punctuation for effect. • L.4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. o A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. o C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. • L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. o B. Recognize and explain the meaning of common idioms, adages, and proverbs. o C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Language Objectives: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure : NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas : NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes : NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge : NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing : NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration : NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas : NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and

enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English : NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language : NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf>

Essential Questions/Critical Understandings:

- How do we relate to nature?
- How powerful are wind and water?
- How is nature part of us?
- What does nature provide that is necessary for life?
- How can we protect nature's resources?
- How do we make comparisons using but and too?
- How do we identify cause-effect in text?
- What present-tense action verb forms are used with singular subjects?
- How does asking myself questions as I read help my reading comprehension?

Essential Skills:

- Preview, predict and share prior knowledge about nature's power in a class discussion to build background
- View an introductory video about nature's power and share your thoughts in class
- Make a class list of strong and mighty things in nature
- Draw a picture of one of the listed items about nature and power
- Use language frames to compare things in nature using the conjunctions but and the adverb too
- Use a cause-effect chart to identify and list the cause-effect in a short story

<ul style="list-style-type: none"> • What vocabulary words help to express certainty, probability, and possibility orally and in writing? • How do text features help readers comprehend science article text? • What are the effects of hurricanes, tornadoes and wind weathering on the Earth and its people? • How do context clues help define unfamiliar or new academic and scientific vocabulary? • What is a persuasive article? • What present-tense action verb forms are used with plural subjects? • How do we write a persuasive news article? • How do we make a wind chime to explain the power of the wind? • How do we express wants and needs? • How do we identify problem-solution in a text? • What are polite ways to ask for and give advice? • What are the components of a tall tale? • How are modals used in sentences? • How do we adjust our speech to suit our audience? • What does lyrical poetry express? • What are the present tense verb forms of to be and to have? • How do we create an original lyrical poem? • What other help could the villagers need or want from Dona Flor? • How do we write like entertainers? 	<ul style="list-style-type: none"> • Choose the correct verb form orally to finish a sentence with a singular subject • Use error analysis to correct written verbs that don't use correct forms with singular subjects • Use language frames to ask questions as you read to check reading comprehension • Listen to and sing, "Magic Carrots, Maybe Not" and list words that express certainty, probability and possibility from • Write sentences using sure, certain, think, probably, maybe, and might to express certainty, probability, and possibility • Preview the science article, "Wind at Work" and discuss the meanings of the photos and charts in class • List the causes and effects of nature's power from the science article, "Wind at Work" • Use context clues to define new vocabulary orally and in writing in class • Read aloud the persuasive article, "Water the Blue Gold" and identify the vocabulary used to identify it as a persuasive article • Create a journal chart that demonstrates the correct verb forms for singular and plural subjects • Use the RAFT writing model to plan, write, and edit a persuasive news article about a conservation issue for the Earth • Create written instructions to make a wind chime from a hanger and silverware, then read the directions aloud to a partner to construct the wind chime and compare the sounds • Listen to and repeat the chant "To the Woods" and then use language frames to identify the wants and needs of the author/character • Identify the problem-solution in a short story using a problem-solution chart • Create sentences to ask for and give advice using would and should • Listen and read aloud the tall tale, "Dona Flor" and list the character traits that make this a tall tale. • Identify sentences in "Dona Flor" that use to have present tense verb forms and modals • Use language frames to adjust language when talking to adults and family or friend • Read the lyrical poems "Comida" and "The Sun in Me" and discuss in class and make comparisons of the topics' effect on the poet • Review orally in class the verb forms of to be and to have and correctly use both to complete a written paragraph practice • Use the RAFT model to choose a topic, write, edit publish and illustrate a lyrical poem • Work in groups to create a story extender of "Dona
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Flr by writing a narration and dialog to rehearse and present the theme theater by using Flipgrid</p> <ul style="list-style-type: none"> Analyze a writing prompt in class and choose a topic, use a problem-solution chart to prewrite, edit, and publish an original tall tale
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SIOP Features

Preparation	Scaffolding	Grouping Options
<input checked="" type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	<input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes	Application	Assessment
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

<ul style="list-style-type: none"> If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.) ELA Collaboration: The current grade 4 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, It is noted here in the ESL unit description. The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 4 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.
<p>Launch of ESL Unit 4- Power of Natute</p> <p>Introduce the Big Question</p> <p>Tap prior knowledge</p> <p>Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation</p> <p>Preview the science article,"Wind at Work"</p> <p>Listen to and then read aloud the science article, "Wind at Work"</p> <p>Build comprehension by practicing unit vocabulary, interpreting text features, making connections, recognizing main ideas/details of the story, making inferences, recognizing sequence of events and cause-effect in the article.</p> <p>Begin short writing practices pertaining to story theme- Use workbooks and journals (sentences, paragraph)</p> <p>Review and reinforce present tense verb forms and subject-verb agreement and use workbook and homework sheets for practice</p> <p>Scaffold vocabulary and reading concepts for newer students and students with IEPs Give nonspeaking roles for group oral presentation such as cameraman or speaking coach to newcomers or students with IEPs, provide language frames for both oral and written work.</p>

Scaffolding

Level 1 Entering	<ul style="list-style-type: none"> WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/4u4.pdf https://www.state.nj.us/education/modelcurriculum/ela/3u1.shtml
Level 2 Beginning	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 3 Developing	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 4 Expanding	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 5 Bridging	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 6 Reaching	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
 - Practice and homework for grammar and writing practice
 - Running records
 - Workbook pages
 - Writing Journal
 - Vocabulary Journal
 - Assignments produced using Flipgrid, Seesaw, Power Point
- IDE Projects (if teacher has received training)
- Writing Projects at end of unit
- See appendix for DRA and lexile expectations throughout school year for grade 4

Summative:

End of MP#1 (End of Nov.)

- **ELA benchmarks**
- REACH Unit 4 Test**
 - Key Word/Vocabulary
 - Reading Comprehension
 - Grammar
- **Grading with rubrics for writing a lyrical poem**
- **Grading with rubrics for group extension of story**
- **Grading with rubrics for Flipgrid presentation of a lyrical poem**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/June
Instructional									
Independent	P	P or Q	Q	Q	R	R	R or S	R or S	S

Text/Resources:

- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach Into Phonics)
- MyNGConnect
- Foundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library

Interdisciplinary Connections

Science

- Reach Level E Content Stations- Tornado in a Bottle, Make a Sound Bigger
- Climate change – why are there more tornados in the U.S.?

Math

- Reach Level E Content Stations- Hurricane Winds, Tall Tale Estimates

Social Studies

- Reach Level E Content Stations- Bodies of Water, My Favorite State Park

Exploratory Arts

- **Arts-** Create props for presentations, Create drawings for tall tales and lyrical poem
- **World Languages-** Spanish cognates, lack of subject-verb agreement in other languages, different uses and lack of subject-verb agreement of to have in other languages
- **Music-** Sing-along songs, CDs for songs and chants

Unit Modifications for Special Population Students

Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, explain how different wind strengths would effect a wind chime, create dialog for a scene or series of drawings, stage manager/anchor for Flipgrid presentation
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and projects, give sequence words to help write directions to make a wind chime, provide sentence frames to write poetry, use drawings and complete sentence captions to tell tall tale Refer to MTSS Strategies
English Language Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomers This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher. Refer to MTSS Strategies
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:

- <https://www.state.nj.us/education/aps/ccs/career/curriculum.htm>
- NGReach.com and Tool Kit
- Raz-Kids
- BrainpopESL
- SeeSaw
- Flipgrid
- Power Point
- Foundations
- Schoology
- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning
- The following has been addressed throughout the curriculum at a grade appropriate level:

Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Unit 5 Title: Reach Level E—Invaders! (The Language of Science)

Unit Description: This unit launches with emphasis on amazing organisms, then focuses on habitats and scientific process. Literature utilized includes the genres of science fiction, science experiments, science texts, and science journals. The richness of the genre selection mirrors the selected texts of the ELA curriculum. Grammar lessons pertain to adjectives and comparing with adjectives, possessive adjectives, synonyms, antonyms, and possessive nouns. Vocabulary includes academic science words, many reinforced from regular classroom introduction. As in the ELA classroom, vocabulary journals are maintained. Analyzing plots, story characters and their point of view, making inferences, identifying author's purpose and problem-solution in a story are reading strategies addressed. Analyzing plots and story characters' points of view are also practiced in the ELA classroom at this time. Speaking and Listening and speaking practice includes summarizing a story orally, summarizing spoken messages, elaborating, and listening and taking notes. ELA students will use many of these skills in their classroom to participate in discussions. Writing emphasis looks at the aspects of writing a news report, a science fiction story, a how-to article, and a persuasive essay. ELA students at this point of the year are also doing research to complete a writing project. Phonics review and practice highlights long u sound and ui, ue sound, and controlled-r vowels.

Unit Duration: 3-4 weeks**Desired Results**

Standard(s): RL.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). • RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. • RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. • RL.4.9. Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. • RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. • RI.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text. • RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. • RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. • RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. • RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic to write or speak about the subject knowledgeably. • RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. • RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding and encoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • RF.4.4 - Read with sufficient accuracy and fluency to support comprehension. o A. Read grade-level text with purpose and understanding. o B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. o C. Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. Writing: • W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. o A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • W.4.2 - Write informative/explanatory texts

to examine a topic and convey ideas and information clearly. o B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. o D. Use precise language and domain-specific vocabulary to inform about or explain the topic. o E. Provide a conclusion related to the information or explanation presented. • W.4.3 - Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. o A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. o B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. o C. Use a variety of transitional words and phrases to manage the sequence of events. o D. Use concrete words and phrases and sensory details to convey experiences and events precisely. • W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. • W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. • W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. o A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). o B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). • W.4.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening: • SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. o B. Follow agreed-upon rules for discussions and carry out assigned roles o C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. o D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • SL.4.2 - Paraphrase portions of a text read aloud, or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). • SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points. • SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. Language: • L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). o F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o A. Use correct capitalization. o C. Use a comma before a coordinating conjunction in a compound sentence. o D. Spell grade-appropriate words correctly, consulting references as needed. • L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. o B. Choose punctuation for effect. • L.4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. o A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. o C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. • L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. o B. Recognize and explain the meaning of common idioms, adages, and proverbs. o C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Language Objectives:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and

relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and

enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

• **WIDA Can-Do Descriptors:** <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf>

Essential Questions/Critical Understandings:

- When do harmless things become harmful?
- Can something gross be good?
- What happens when life forms compete?
- How can people cause harmful changes in nature?
- What are steps for retelling a story?
- How do we identify the plot of a story?
- How do we change an adjective form to show comparisons?
- How does making inferences help with reading comprehension of a story?

Essential Skills:

- Share prior knowledge about harmful things in the environment in a class discussion
- Build background by viewing a video and discussing harmful changes in nature in a class discussion
- Use language frames to retell a story
- Use an events chain to explain the plot of a story
- Retell the rules for adding -er or -est to an adjective in order to compare things
- Use language frames to make inferences in a short story

<ul style="list-style-type: none"> • What is the best way to summarize a spoken message? • What are antonyms? • How do we identify steps in a process? • What is the best way to create an interesting science fiction story? • How can we extend the story, “The Fungus that Ate My School”? • How do we identify problem-solution in a story? • What are possessive adjectives? • How can making inferences while reading improve comprehension? • What features in a science text help us to better comprehend the text? • How are possessive nouns formed? • How can we listen and take effective notes? • What are synonyms? • What kind of work is done by scientists in places where native species are threatened? • What is the best way to write a “how-to” article”? • What do you know about alien species? • How can we help to protect our local ecosystem? 	<ul style="list-style-type: none"> • Use language frames to summarize a spoken message • Identify and give examples of antonyms as analogies • Read the science experiment, “Mold Terrarium” and list the steps to create one • Use the RAFT Model to create a short science fiction story about something taking over our school • Plan, write, rehearse, and present in small groups on Flipgrid a 5-minute extension of “The Fungus that Ate My School” • Use a problem-solution chart to identify the problem-solution in a short story • Create a pronoun-possessive adjective chart and create sentences that correctly use the corresponding possessive adjective • Use language frames to make inferences and improve reading comprehension • Use text features, make inferences and identify problem-solution in the science text, “Aliens from Earth”, to improve reading comprehension of science topics • Identify the correct forms for singular and plural nouns that show possession • Use language frames to listen and take notes that correctly list main ideas and details in your own words • Define synonyms and provide correct synonyms for other vocabulary • Read the science journal, “Island Observations” and identify the problem-solution of the scientist as indicated in his journal and list the threats to the environment of the Midway Atoll in the Pacific • Use the RAFT Model to plan, write, edit, and publish a how-to article • Work in small groups to write, rehearse, and present a 5-minute Flipgrid news report that utilizes a panel of experts that give information about a new species of plant or animal that is causing damage in an environment • Choose a topic, research, prewrite, edit, and publish a persuasive essay that highlights an environmental problem in the local community and list ways to take action to stop or prevent continual harm to the community
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SIOP Features		
Preparation <input type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	Scaffolding <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	Grouping Options <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	Application <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	Assessment <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

- Social/Emotional Learning:**

- If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:

The current grade 4 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, it is noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 4 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 5 – Invaders!

Introduce the Big Question

Tap prior knowledge

Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation

Preview the science story

Listen to and then read aloud the science fiction story, "The Fungus That Ate My School"

Build comprehension by making predictions, practicing unit vocabulary, interpreting photos, making connections, identifying main ideas and details, analyzing characters' motives and feelings, following plot of the story

Begin short writing practices pertaining to story theme/plot- Use workbooks and journals (sentences, paragraph)

Introduce antonyms and analogies and use workbook for practice and homework sheets
Scaffold vocabulary and reading concepts for newer students and students with IEPs

Scaffolding

Level 1 Entering	<ul style="list-style-type: none"> WIDA Can-Do Descriptors WIDA Can-Do Descriptors: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/4u4.pdf
Level 2 Beginning	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 3 Developing	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 4 Expanding	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 5 Bridging	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level.
Level 6 Reaching	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
 - Practice and homework for grammar and writing practice
 - Running records
 - Workbook pages
 - Writing Journal
 - Vocabulary Journal
 - Assignments produced using Flipgrid, Seesaw, Power Point
 - Oral proficiency feedback
- IDE Projects (if teacher has received training)
- See appendix for DRA and Lexile expectations throughout school year for grade 4

Summative:

- Jan. – Feb.- all grade 4 students
- WIDA Model or ACCESS results
 - STAR results (language)

End of MP#2 (End of Jan.)

- **ELA benchmarks**
- REACH Unit 5 Test**
 - Key Word/Vocabulary
 - Reading Comprehension
 - Grammar

Rubrics for grading RAFT writing, news report on Flipgrid, Drawing Mold art project

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/Jun
Instructional									
Independent	P	P or Q	Q	Q	R	R	R or S	R or S	S

Text/Resources:

- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach into Phonics)
- MyNGConnect
- Foundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library

Interdisciplinary Connections

Science

- Reach Series Level E Content Stations- Beneficial Mold, Look for Possible Invaders

Math

- Reach Series Level E Content Stations- Modeling Mold, Alien Invaders

Social Studies

- Reach Series Level E Content Stations- Making Bread, Chart Your Environment

Exploratory Arts

Music- Reach Series Sing-Along books and CDs

- **World Languages-** Spanish cognates, lack of adjective change to show comparison in other languages, location of adjectives in other languages, forming possessive nouns with a phrase in other languages, elimination of possessive adjectives in other languages
- **Art-** Create props for a news report, draw mold seen on bread

Unit Modifications for Special Population Students

Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, manager for news report
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles for news report. Refer to MTSS.
English Language Learners	Individual writing conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher. Refer to MTSS.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:

- <https://www.state.nj.us/education/aps/ccs/career/curriculum.htm>
- NGRach.com and Tool Kit
- Raz-Kids
- Brainpop ESL
- SeeSaw
- Flipgrid
- Power Point
- Foundations
- Schoology

- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning

The following has been addressed throughout the curriculum at a grade appropriate level:

Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Unit 6 Title: Reach Level E- Treasure Hunt (The Language of Social Studies)

Unit Description: This unit launches with emphasis on discovering history and seeking fortune on the High Seas, then focuses on exploration. Literature utilized includes the genres of a play, instructions to make a treasure map, history articles, and web articles. The richness of the genre selection mirrors the selected texts of the ELA curriculum. At this time in the year ELA students are also reading historical fiction in the classroom. Grammar lessons pertain to subject, object, reflexive, and possessive pronouns, and demonstrative adjectives. Vocabulary includes academic social studies words, many reinforced from regular classroom introduction. As in the ELA classroom, vocabulary journals are maintained. Determining importance, recognizing author point of view, summarizing, identifying the elements of a drama, analyzing characters, identifying main ideas and details and sequence of events are reading strategies addressed. Analyzing characters and understanding author's point of view are also practiced in the ELA classroom at this time using authentic texts. Speaking and listening practice includes expressing intentions, making and accepting suggestions, interpreting a speaker's message, performing in a play, verifying or confirming information, restating an idea, and creating a narrative presentation. ELA students will use many of these skills in their classroom to give opinions using formal and informal English. Writing emphasis looks at the aspects of describing a character, creating a message with directions, comparing adventures, and writing historical fiction. Phonics review and practice highlights r-controlled syllables, words with -y, words with oi, oy, ou, ow, oo, ew, au, aw, al, and all.

Unit Duration: 3-4 weeks**Desired Results**

Standard(s): RL.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). • RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. • RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. • RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. • RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. • RI.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text. • RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. • RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. • RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. • RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic to write or speak about the subject knowledgeably. • RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. • RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding and encoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • RF.4.4 - Read with sufficient accuracy and fluency to support comprehension. o A. Read grade-level text with purpose and understanding. o B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. o C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing: • W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. o A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. o B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. o D. Use precise language and domain-specific vocabulary to inform about or explain the topic. o E. Provide a conclusion related to the information or explanation presented. • W.4.3 - Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. o A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. o B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. o C. Use a variety of transitional words and phrases to manage the sequence of events. o D. Use concrete words and phrases and sensory details to convey experiences and events precisely. • W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. • W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. • W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. o A. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). o B. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). • W.4.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening: • SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. o B. Follow agreed-upon rules for discussions and carry out assigned roles o C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. o D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • SL.4.2 - Paraphrase portions of a text read aloud, or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). • SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points. • SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language: • L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). o F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o A. Use correct capitalization. o C. Use a comma before a coordinating conjunction in a compound sentence. o D. Spell grade-appropriate words correctly, consulting references as needed. • L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. o B. Choose punctuation for effect. • L.4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. o A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. o C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. • L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. o B. Recognize and explain the meaning of common idioms, adages, and proverbs. o C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Language Objectives: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge: NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing: NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and

enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

• **WIDA Can-Do Descriptors: WIDA Can-Do Descriptors:**

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf>

Essential Questions/Critical Understandings:

- Why do we seek treasure?
- What will some people do for riches?
- What secrets can treasure reveal?
- Concept of saving/spending riches
- What is treasure hunting today like?
- What is the best way to express intentions?
- How do we recognize character changes in a story?
- What is the difference between subject and object pronouns?
- What is the best way to determine importance of facts in a text?

Essential Skills:

- Share prior knowledge about treasure hunting in classroom discussion
- View video about treasure hunting to build background
- Use language frames to correctly express intentions
- Use a character map to note changes in a character as the story progresses
- Create a chart of subject pronouns with their corresponding object pronoun and use both in original sentences
- Use language frames to determine importance of facts as you read

<ul style="list-style-type: none"> • What is the polite way to make and accept suggestions? • What are the elements of a play? • What are reflexive pronouns? • What are steps to correctly interpret a speaker's message? • What are prefixes? • What is the best way to write a message with directions? • What is the best way to convey the plot and characters of "Treasure Island"? • What is the best way to clearly restate an idea? • What is the best way to explain the sequence of events in a text? • What are possessive pronouns? • What phrases will help to confirm or verify oral information? • What reading strategies can help with comprehension of historical articles? • What are demonstrative adjectives? • What are suffixes? • What features are found in a web article? • What is the best way to write a cohesive journal entry? • What is a narrative presentation and what is the best way to plan and present one? • How do we write as storytellers? 	<ul style="list-style-type: none"> • Use words such as should, you may, you might to make polite suggestions and words like thanks and I think I will try it to accept suggestions politely • Read and identify the scenes, stage directions and dialogue of "Treasure Island" • Create a chart of subject pronouns with their corresponding reflexive pronouns • Use language frames to assist with interpreting a speaker's message correctly • Identify and correctly use the prefixes mis, re, dis, under, and micro to create new vocabulary words • Use the RAFT Model to plan, write, edit, and publish a message with directions • Perform segments of "Treasure Island" in small groups by planning, rehearsing, and acting in a 5-minute Flipgrid presentation • Use language frames to clearly restate an idea • Use a timeline to effectively identify the sequence of events in a text • Create a chart that shows subject pronouns and their corresponding possessive pronouns • Use oral phrases such as "Did you say....?", "Could you repeat that...?" and restate ideas spoken by others to confirm or verify information • Read the historical article, "Real Pirates" and identify the story sequence, explain how text features help comprehension, and recognize cause-effect and author's point of view • List the demonstrative adjectives and correctly use them in oral and written sentences • Identify certain suffix forms and correctly use them with other vocabulary to create new word meanings and usages • Read the web article, "LA Belle Shipwreck" and identify the tools, buttons, and columns that provide more information • Use the RAFT Model to plan, write, edit, and publish a journal entry as a member of Barry Clifford's team in "Real Pirates" • Create a narrative presentation by planning a short talk about returning from an expedition to find treasure, creating a map of the place you searched, writing, and editing the narrative and presenting it via Flipgrid to the class • Create a historical fiction presentation about a pirate boy or girl by prewriting, writing, editing, and publishing the story by using language frames and character maps
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SIOP Features		
Preparation <input checked="" type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	Scaffolding <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	Grouping Options <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	Application <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	Assessment <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

- If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:

The current grade 4 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, they are noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 4 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 6- Treasure Hunters

Introduce the Big Question

Tap prior knowledge

Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation

Preview the play

Listen to and then read aloud the play, "Treasure Island"

Build comprehension by making predictions, practicing unit vocabulary, interpreting story drawings, understanding character motives, making connections, recognizing cause/effect, analyzing character dialog, recognizing cause-effect

Begin short writing practices pertaining to play theme/plot- Use workbooks and journals (sentences, paragraph)

Introduce reflexive pronouns and use workbook and homework sheets for practice

Scaffold vocabulary and reading concepts for newer students and students with IEPs

Scaffolding

Level 1 Entering	<ul style="list-style-type: none"> • WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf • https://www.state.nj.us/education/modelcurriculum/ela/4u4.shtml
-----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Level 2 Beginning	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 6 Reaching	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
 - Practice and homework for grammar and writing practice
 - Running records
 - Workbook pages
 - Writing Journal
 - Vocabulary Journal
 - Assignments produced using Flipgrid, Seesaw, Power Point
 - Oral proficiency feedback
- IDE Projects (if teacher has received training)
- Writing projects at end of unit
- See appendix for DRA and Lexile expectations throughout school year for grade 4

Summative:

Jan.-Feb.- all grade 4 students

- WIDA Model or ACCESS results
- STAR results (language)

End of MP#2 (End of Jan.)

• ELA benchmarks

REACH Unit 6 Test

- Key Word/Vocabulary
- Reading Comprehension
- Grammar

• Grading with rubrics for RAFT written paragraphs

• Grading with rubrics for historical fiction story

• Grading with rubrics for group active theater presentation- Treasure Island

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/June
Instructional									
Independent	P	P or Q	Q	Q	R	R	R or S	R or S	S

Text/Resources:

- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach into Phonics)
- MyNGConnect
- Foundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library
- Language Builder Picture Cards

Interdisciplinary Connections

Science

- Reach Level E Content Stations- Go Prospecting! Look for Sunken Items
- Climate change standards as appropriate

Math

- Reach Level E Content Stations- A Pirate's Life for Me, Buried Treasure

Social Studies

- Reach Level E Content Stations- Explorer's Map, Adventure Tale

Exploratory Arts

- **Performing Arts-** Perform excerpts of "Treasure Island"
- **World Languages-** Recognition of Spanish cognates, showing possession and use of object pronouns in other languages
- **Music-** Sing-alongs, songs, chants
- **Art-** Props for action theater, drawings/charts for writing assignments

Unit Modifications for Special Population Students

Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, stage manager for active theater, analyze and note characters' traits independently, group leader for historical fiction brainstorming,
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and active theater, use sentence starters for written practice, dissect complex sentences for comprehension assistance, modify length of historical fiction writing. Refer to MTSS.
English Language Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomer This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher. Refer to MTSS.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:

- <https://www.state.nj.us/education/aps/ccs/career/curriculum.htm>
- NReach.com and Tool Kit
- Raz-Kids
- Brainpop ESL
- SeeSaw
- Flipgrid
- Power Point
- Foundations
- Schoology
- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning

The following has been addressed throughout the curriculum at a grade appropriate level:

Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Unit 7 Title: Reach Level E- Moving Through Space (The Language of Science)

Unit Description: This unit launches with the theme of exploring space and then focuses on speed, space, and solving problems. Literature utilized includes genres of math articles, science reports, realistic fiction, and biography. The richness of the genre selection mirrors the various selected texts of the ELA curriculum. Grammar lessons pertain to adverbs, prepositions, and prepositional phrases. Vocabulary includes academic science words, many reinforced from regular classroom introduction. As in the ELA classroom, vocabulary journals are maintained. Drawing conclusions, comparing and contrasting, identifying problem-solution, forming generalizations, and recognizing sequence of events are reading strategies addressed. The ELA curriculum also highlights sequence of events, identifying main ideas and details, and comparing and contrasting themes in their module of study. Speaking and listening practice includes asking and answering questions, presenting information in sequence, giving and carrying out commands, and clarifying ideas. ELA students will use some of these skills in their classroom to cite evidence from text. Writing emphasis looks at the aspects of sentences about number facts, using descriptive language, and writing a personal narrative. Reading and writing to cite text evidence and using descriptive language are also practiced in the ELA classroom as students learn to write explanatory essays. Phonics review and practice highlights words with soft c and g, words with oo, words with silent consonants, and words with VCV and VCCV spelling patterns.

Unit Duration: 3-4 weeks**Desired Results**

Standard(s): RL.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). • RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. • RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. • RL.4.9. Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. • RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. • RI.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text. • RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. • RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. • RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. • RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. • RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. • RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding and encoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • RF.4.4 - Read with sufficient accuracy and fluency to support comprehension. o A. Read grade-level text with purpose and understanding. o B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. o C. Use context to confirm or self-correct word recognition and understanding, rereading, as necessary. Writing: • W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. o A. Introduce a topic or text clearly, state an opinion, and create an organizational structure

in which related ideas are grouped to support the writer's purpose. • W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. o B. Develop the topic with facts, definitions, concrete details, text evidence or other information and examples related to the topic. o D. Use precise language and domain-specific vocabulary to inform about or explain the topic. o E. Provide a conclusion related to the information or explanation presented. • W.4.3 - Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. o A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. o B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. o C. Use a variety of transitional words and phrases to manage the sequence of events. o D. Use concrete words and phrases and sensory details to convey experiences and events precisely. • W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. • W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. • W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. o A. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). o B. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). • W.4.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening: • SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. o B. Follow agreed-upon rules for discussions and carry out assigned roles o C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. o D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • SL.4.2 - Paraphrase portions of a text read aloud, or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). • SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points. • SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. Language: • L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). o F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o A. Use correct capitalization. o C. Use a comma before a coordinating conjunction in a compound sentence. o D. Spell grade-appropriate words correctly, consulting references as needed. • L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. o B. Choose punctuation for effect. • L.4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. o A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. o C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. • L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. o B. Recognize and explain the meaning of common idioms, adages, and proverbs. o C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Language Objectives: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge: NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing: NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and

enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

• **WIDA Can-Do Descriptors: WIDA Can-Do Descriptors:**

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf>

Essential Questions/Critical Understandings:

- What does it take to explore space?
- How fast is fast?
- Why do we explore space?
- How do we ask and answer questions to get and give facts and information?
- What is the best way to compare and contrast text information?
- What are adverbs?
- How does drawing conclusions as we read a text help comprehension?
- What is the best way to evaluate a book or movie?

Essential Skills:

- Share prior knowledge about space exploration in a class discussion
- Participate in an interactive presentation on the computer to build background about space
- Use language frames that include the 5W interrogatives to ask questions about facts and information
- Use a comparison chart to compare text information
- Identify adverbs in a text selection that explain how, when, and where
- Use language frames to draw conclusions while reading

<ul style="list-style-type: none"> • How can we clarify the number facts given in a math article? • What is the best way to listen for the main idea of spoken text? • How do we define multiple-meaning words in a written text? • How can we write letters using correct forms to convey information as astronauts? • How do we present an informational group presentation about speed? • What is the best way to clarify a spoken message? • How can we identify the plot of a story? • What are prepositions? • How do we synthesize text information? • What is the best way to give and carry out directions? • What is the best way to correctly tell sequence of events? • How do we politely ask for clarification of commands? • What is the best way to plan and write an opinion essay about the value of space exploration? • How do we plan and write a personal narrative? 	<ul style="list-style-type: none"> • Use language frames to evaluate a book or movie • Listen to and read the math article, "What's Faster Than a Speeding Cheetah?" and use the graphs and charts to clarify and compare the text information • Use language frames to identify and comprehend the main ideas of spoken text • Use content clues in written text to define multiple-meaning words • Use the RAFT Model to create a friendly letter that tells about your experiences as an astronaut • Assign a role to each group member and plan, research, and orally present information to the class about speed • Use language frames to clarify spoken messages • Use a linear plot diagram to identify the problem, events, turning point, and solution in a story • Create a preposition chart that identifies prepositions that show location, direction, and time • Use language frames as you read to call on prior knowledge and make generalizations based on the written text • Use language frames to politely give and carry out commands • Create sentences with prepositional phrases that correctly tell where, show direction, show time, and add details to written sentences • Use language frames to correctly explain sequence of events orally • Use a command chart that explains vocabulary to ask politely for clarification • Use the RAFT Model of writing to plan, write, edit, and publish an opinion essay about space exploration value today • Create a personal narrative by exploring models of these essays, choosing a topic, prewriting, editing, and publishing the final narrative
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SIOP Features		
Preparation <input checked="" type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	Scaffolding <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	Grouping Options <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	Application <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	Assessment <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

- If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

ELA Collaboration:

The current grade 4 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, they are noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 4 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 7- Moving Through Space

Introduce the Big Question

Tap prior knowledge

Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation

Preview the science story

Listen to and then read aloud the math article, "What's Faster Than a Cheetah?"

Build comprehension by practicing unit vocabulary, interpreting text features, making connections, recognizing main ideas/details of the story, visualizing while reading, comparing text information

Begin short writing practices pertaining to story theme and facts- Use workbooks and journals (sentences, paragraph)

Review and reinforce adverbs, and use workbook and homework sheets for practice

Scaffold vocabulary and reading concepts for newer students and students with IEPs

Give nonspeaking roles for presentation such as cameraman or speaking coach to newcomers or students with IEPs.

Scaffolding

Level 1 Entering	<ul style="list-style-type: none"> • WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf • https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/4u4.pdf • https://www.nj.gov/education/cccs/2016/ela/
-----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Level 2 Beginning	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 3 Developing	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 4 Expanding	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 5 Bridging	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 6 Reaching	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
 - Practice and homework for grammar and writing practice
 - Running records
 - Workbook pages
 - Writing Journal
 - Vocabulary Journal
 - Assignments produced using Flipgrid, Seesaw, Power Point
- IDE Projects (if teacher has received training)
- Writing Projects at end of unit
- See appendix for DRA and Lexile expectations throughout school year for grade 4

Summative:

End of MP#3 (End of Apr.)

• ELA benchmarks

REACH Unit 7 Test

- Key Word/Vocabulary
- Reading Comprehension
- Grammar
- **Grading with rubrics for RAFT writing**
- **Grading with rubrics for group oral presentation**
- **Grading with rubrics for personal narrative writing**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/June
Instructional									
Independent	P	P or Q	Q	Q	R	R	R or S	R or S	S

Text/Resources:

- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach into Phonics)
- MyNGConnect
- Foundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library

Interdisciplinary Connections

Science

- Reach Level E Content Stations- Measure the Pull, Put a Ball in Orbit

Math

- Reach Level E Content Stations- Which Way Is Fastest? Space Speeds

Social Studies

- Reach Level E Content Stations- Animal Olympics, Race to the Moon

Exploratory Arts

- **Art**-Draw a picture of the night sky, create props for a space travel skit

- **World Languages**- Recognize Spanish cognates, lack of adverbs in other languages, lack of correspondence of English prepositions in other languages

- **Music**- Sing--a longs, songs, and chants

- **Performing Arts**- Group oral presentation

Unit Modifications for Special Population Students

Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, create dialog for a scene or series of drawings, group manager for oral presentation
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and active theater, use sentence starters for written practice, give support to locate one main idea with detail in a selected text, use sentence starters for oral and written work. Refer to MTSS.
English Language Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomers This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher. Refer to MTSS.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:

- <https://www.state.nj.us/education/aps/ccs/career/curriculum.htm>
- NGReach.com and Tool Kit
- Raz-Kids
- Brainpop ESL
- SeeSaw
- Flipgrid
- Power Point
- Foundations
- Schoology
- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning

The following has been addressed throughout the curriculum at a grade appropriate level:

Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Unit 8 Title: Reach Series Level E- Saving a Piece of the World- The Language of Social Studies

Unit Description: This unit launches with the social studies theme of preserving our heritage, then focuses on preserving species and preserving culture. This parallels Module 4 of the ELA curriculum whose theme is about cultural myths and stories that reveal cultural identity. The authentic literature utilized includes genres of historical fiction, historical narrative, reports, and personal narrative. This rich mixture of literature mirrors the varied text selections in the ELA curriculum. Grammar lessons pertain to past tense verb forms, present perfect tense, past progressive tense, and future tense. Vocabulary includes academic social studies words, many reinforced from regular classroom introduction. Analyzing story setting, recognizing goal and outcome and cause-effect, and distinguishing between fact and opinion are the reading strategies addressed. Speaking and listening practice includes expressing opinions, staying on topic, presenting an original play, persuading, and presenting a persuasive argument. Writing emphasis pertains to using figurative language, writing a persuasive report, and writing a literary response. At this point the ELA curriculum asks students to cite evidence to prove their opinions. Phonics review and practice highlights words with the prefixes re and un, suffixes -y, ly, less, and ful, syllable types, and multisyllabic words.

Unit Duration: 3-4 weeks**Desired Results**

Standard(s): RL.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). • RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. • RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. • RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. • RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. • RI.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text. • RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. • RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. • RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. • RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. • RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. • RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding and encoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • RF.4.4 - Read with sufficient accuracy and fluency to support comprehension. o A. Read grade-level text with purpose and understanding. o B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. o C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing: • W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. o A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. o B. Develop the

topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. o D. Use precise language and domain-specific vocabulary to inform about or explain the topic. o E. Provide a conclusion related to the information or explanation presented. • W.4.3 - Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. o A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. o B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. o C. Use a variety of transitional words and phrases to manage the sequence of events. o D. Use concrete words and phrases and sensory details to convey experiences and events precisely. • W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. • W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. • W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. o A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). o B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). • W.4.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening: • SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. o B. Follow agreed-upon rules for discussions and carry out assigned roles o C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. o D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • SL.4.2 - Paraphrase portions of a text read aloud, or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). • SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points. • SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. Language: • L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). o F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. o A. Use correct capitalization. o C. Use a comma before a coordinating conjunction in a compound sentence. o D. Spell grade-appropriate words correctly, consulting references as needed. • L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. o B. Choose punctuation for effect. • L.4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. o A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. o C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. • L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. o B. Recognize and explain the meaning of common idioms, adages, and proverbs. o C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Language Objectives: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key

supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Idea: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge: NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing: NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehension and Collaboration: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening : To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—

as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Conventions of Standard English: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use: NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use : To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- **WIDA Can-Do Descriptors:** <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf>

Essential Questions/Critical Understandings:

- What is worth protecting?
- What can we do to protect what is important?
- What would you risk to protect what is important?
- How do you protect what is important to you?
- How do you protect your finances? (financial literacy tie-in)
- What is a good way to express opinions?
- How do we locate the goal and outcome of a story?
- What are forms of common irregular past tense verbs?
- What reading strategy works best when trying to comprehend text?
- What is the best way to politely express

Essential Skills:

- Explain what is important to you and your family in a class discussion to show prior knowledge
- View and discuss a video about protecting important things to build background
- Chose a TV or movie character and convince the class that he or she is brave
- Use language frames to express opinions about the bravest TV or movie character
- Use a goal and outcome map to identify the goal, events, and outcome in a story
- Create a chart of present tense and their corresponding irregular past tense verbs commonly used
- Use language frames to find the best reading strategy for comprehending written text

<p>opinions?</p> <ul style="list-style-type: none"> • What reading strategies help us comprehend historical fiction • When do we use present perfect tense and how is it formed? • What is one way to stay on topic when giving oral information? • What are idioms? • What is the best way to find comparisons in two texts? • What rules will help us to correctly form the past tense for irregular verbs? • How do we write persuasive reports? • What kind of person protects endangered animals? • How can we best justify our opinions? • How do we distinguish between fact and opinion? • What is the past progressive tense? • What is one way to persuade others to see and agree to your point of view? • What is the future tense? • What is the best way to listen critically? • What are homographs? • What is the best way to write a paragraph about saving an important object in your home? • What is the best way to present a persuasive presentation? • What is the best way to write a literary response? 	<ul style="list-style-type: none"> • Use proper phrases such as: In my opinion, In my view, If you ask me, when expressing opinions • Read the historical fiction story, "Buffalo Music" and determine the best reading strategies that help with text comprehension • Identify present perfect tense verb forms and use them correctly in written sentences • Use language frames to help stay on topic orally • Identify and explain the meanings of common English idioms • Use a Venn Diagram to compare information presented from two texts • Create a chart of rules for forming irregular past tense verbs and use the forms correctly in written sentences • Use the RAFT Model to write a persuasive report that gives your opinions and cites evidence for your views • In a small group, choose an endangered animal, assign roles, research, write, edit, rehearse, and present a 5-minute play on Flipgrid for the class • Use language frames to state an opinion and justify it • Use a fact-opinion chart when reading text to help comprehend these two concepts • Identify the uses and forms of the past progressive tense and give examples in writing • Use language frames to present your opinion about an issue and persuade others to follow your recommendations • Identify the future tense formation and create correct sentences using the verb forms • Use language frames to define a speaker's opinion and evidence cited to support the position • Define homograph and give examples of their use • Use the RAFT Model to plan, prewrite, edit, and publish a concise paragraph about something in your home worth saving • Choose an artifact from your culture that must be protected and research, prewrite, edit, and orally present a persuasive speech about the object • Choose a story in the unit, plan, prewrite, edit, and publish a literary response to the article and include your opinion about the story
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SIOP Features

Preparation	Scaffolding	Grouping Options
<input checked="" type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	<input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes	Application	Assessment
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

- If necessary, the ESL teacher will provide lessons and practice for all ELLs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling. (See appendix for suggestions to instruct ESL students remotely.)

• ELA Collaboration:

The current grade 4 ELA program is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. These highlighted skills are also an integral part of the ESL curriculum. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. These learning devices are also part of the ESL text units and teacher lesson plans. When themes are similar, it is noted here in the ESL unit description.

The same Language Standards and Progress Indicators are utilized to measure student performance in both grade 4 ELA and ESL instruction. Many skills such as reading for comprehension, participating in guided group discussion about literature, writing as a group, pair or individually, and listening to directions to complete assignments correctly are reinforced in the ESL classroom. The ELA teacher and ESL teacher should remain in close contact to individually assess ESL students' language progress and provide plans to address any problem areas for the ELLs in the ELA classroom.

Launch of ESL Unit 8- Saving a Piece of the World

Introduce the Big Question

Tap prior knowledge

Build Background through discussion, video view (MyNGConnect) or engage in interactive presentation

Preview the social studies story, "Buffalo Music"

Listen to and then read aloud the social studies story, "Buffalo Music"

Build comprehension by practicing unit vocabulary, interpreting text features, making connections, recognizing main ideas/details of the story, making inferences, recognizing sequence of events and opinions in the story.

Begin short writing practices pertaining to story theme- Use workbooks and journals (sentences, paragraph)

Review and reinforce irregular past verb forms and use workbook and homework sheets for practice

Scaffold vocabulary and reading concepts for newer students and students with IEPs Give nonspeaking roles for group oral presentation such as cameraman or speaking coach to newcomers or students with IEPs, provide language frames for both oral and written work.

Scaffolding

Level 1 Entering	<ul style="list-style-type: none"> WIDA Can-Do Descriptors https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/4u5.pdf
Level 2 Beginning	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 3 Developing	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 4 Expanding	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 5 Bridging	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level. ELs will come to class at different levels. Modifications should be made based on the IEPs and results of WIDA Model Screening. Individualized instruction, small group instruction and differentiated instruction is based on student level
Level 6 Reaching	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (Can-Do Descriptors) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- Exit Tickets
- Concept maps/diagrams
- ESL Portfolio
 - Practice and homework for grammar and writing practice
 - Running records
 - Workbook pages
 - Writing Journal
 - Vocabulary Journal
 - Assignments produced using Flipgrid, Seesaw, Power Point
 - Oral proficiency feedback
- IDE Projects (if teacher has received training)
- Writing Projects at end of unit
- See appendix for DRA and Lexile expectations throughout school year for grade 4

Summative:

End of MP#3 (End of Apr.)

- **ELA benchmarks**
- REACH Unit 8 Test**
 - Key Word/Vocabulary
 - Reading Comprehension
 - Grammar
- **Grading with rubrics for Model writing**
- **Grading with rubrics for persuasive speech presentation**
- **Grading with rubrics for Flipgrid presentation about endangered animals**
- **Grading with rubrics for literary response**

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May/June
Instructional									
Independent	P	P or Q	Q	Q	R	R	R or S	R or S	S

Text/Resources:

- Reach Series- Cengage (includes room library books, Language Songs, Language and Literacy Teamwork Activities, Language Builder Picture Cards, Newcomer Level- In the U.S, Reach into Phonics)
- MyNGConnect
- Foundations
- STAR
- www.wida.us
- NJDOE Bilingual Website
- The SIOP Model
- ACCESS Testing
- IXL
- Raz-Kids (A-Z)
- Brainpop ESL
- Tumblebooks
- Flipgrid
- Nearpod
- Scholastic Storyworks Magazine
- IDE Units (if teacher has training and access to materials)
- Classroom Library

Interdisciplinary Connections

Science

- Reach Level E Content Stations- Protecting Endangered Species, Do a Dig

Math

- Reach Level E Content Stations- Count and Compare, Save the Books

Social Studies

- Reach Level E Content Stations- Mary Ann Goodnight, Museum of Our Time

Exploratory Arts

- **Arts-** Create props for presentations, draw picture for literary response
- **World Languages-** Spanish cognates, lack of past verb forms in other languages, use of present tense instead of present perfect tense in other languages, use of present tense instead of future tense in other languages
- **Music-** Sing-along songs, CDs for songs and chants
- **Performing Arts-** Create and present an original play about endangered animals

Unit Modifications for Special Population Students

Advanced Learners	Independent peer conferences, challenge students to use vivid vocabulary when writing, encourage brainstorming sessions, give examples of citing evidence for an opinion, create dialog for a scene or series of drawings, stage manager for Flipgrid presentation
Struggling Learners	Individual writing conferences, partner conferences with teacher monitoring, Use language frames for speaking and writing, use graphic organizers for reading and writing, allow students to use drawings to convey meaning, use timelines to explain sequence, provide models to demonstrate purpose of lesson or activity, use realia and pictures to convey meaning of new vocabulary, modify roles in presentations and projects, give sequence words and sentence starters to help with writing, provide sentence frames to write persuasive arguments. Refer to MTSS
English Language Learners	Individual writing/reading, read conferences, reading buddies, writing buddies, display language frames, vocabulary cards, word wall lists, related reading materials at correct reading level for newcomers This curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf
Special Needs Learners	Use struggling learners' suggestions and follow IEP suggestions, conference often with Spec. Ed. Teacher. Refer to MTSS
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:

- <https://www.state.nj.us/education/aps/ccs/career/curriculum.htm>
- NReach.com and Tool Kit
- Raz-Kids
- Brainpop ESL
- SeeSaw
- Flipgrid
- Power Point
- Foundations
- Schoology
- OneNote
- Nearpod
- Hybrid school schedules that include remote learning
- On-line distance learning

The following has been addressed throughout the curriculum at a grade appropriate level:

Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>